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These three authors vary in the relative frequency with which anaphora occurs:

	Cases of Anaphora	Number of Teubner Pages
Tacitus, Ann. and Hist.	297	592
Minor Works	119	97
Complete Works	416	689
Pliny, Selected Portion	445	232
Seneca, Selected Portion	387	287

With regard to the origin of the figure the writer is in doubt. He thinks that a careful examination of a colloquial writer like Plautus would be necessary in order to detect signs of the beginning of the figure, although he has previously admitted that it was doubtless an entirely unconscious phenomenon and represented a natural means of expression. And so it is. Anaphora is, after all, only a form of emphatic repetition which, in its simplest form, must have originated almost simultaneously with speech itself.

I fear that the writer underestimates (82) the frequency of the occurrence of anaphora in Greek prose and poetry. Not only is it a rhetorical device of Demosthenes and the Attic orators, but numerous cases occur in the early Greek lyric poetry and folk-song. A favorite and beautiful example quoted by the rhetoricians (compare Demetrius De Eloc. 141) is Sappho's "Ἐσπερα, πάντα φέρων, ὅσα φαίνοις ἐσκέδασ' αὖτως, φέρεις οἶν, φέρες αἶγα, φέρεις ἄπυ μᾶτερι παῖδα. Frequent is some form of repetition in Sappho; compare Nos. 91, 96, 100, 101, 103 (all references are to the Anthologica Lyrica, by Bergk-Hiller). Compare Archilochus, 2, 65; Solon, 8; Xenoph. 11a, 13; Terpander, 1; Alcman, 1, 7; Alcaeus, 87; Anacreon, 3, 44; Carm. Pop. 21, 45; Scolia, 16; Anacreontea, 9. A striking case of a kind of Anaphora is found in Anacreontea, 36, which is, of course, of late date and extremely artificial.

In Chapter I (pages 1-14) of Mr. Hollingsworth's dissertation we find a discussion of the definitions of antithesis as found in Aristotle, Anaximenes, Demetrius, Alexander, Tiberius, and Hermogenes. In Chapter II (15-26) are specimens of Antithesis in Greek Literature Prior to the Attic Orators; examples are quoted from Homer, Hesiod, Simonides, Pindar, Aeschylus, Sophocles, Euripides, Gorgias, Herodotus, and Thucydides. Thucydides, however, is really a disciple of Antiphon, and consequently employs antithesis as a favorite and, we may say, effective figure.

Chapter III (27-68), the main part of the dissertation, is a treatment of Antithesis in Antiphon, Andocides, Lysias, Isocrates, and Isaeus. Even that reader of the orators who is little interested in style is impressed by the frequency of this figure in Antiphon and Isocrates. In Andocides, the 'gentleman-orator', and Isaeus, the will-lawyer, the figure is sparingly used. A marked characteristic of the style of Lysias is extreme simplicity; yet Lysias has a decided liking for antithesis. An interesting feature of the discussion

of Lysias is the printing of antithetic parallel passages (48-52) from the pseudo-Lysianic Epitaphios on the one hand, and from Isocrates and other orators on the other. On the basis of these passages the writer agrees with those who believe that the Epitaphios was composed subsequently to, and in imitation of, the Panegyricus of Isocrates. In the Isocratean period the antithetic style is employed to an astounding degree; in fact, Dionysius, an admirer of this orator, in his chapter on Isocrates censures his vulgar or puerile use of antithesis and kindred figures. Most frequent are the λόγος . . . ἔργον, ἰδίος . . . κοινός, σῶμα . . . ψυχή, ἔην . . . ἀποθνήσκειν antitheses.

In the treatment of Isocrates Mr. Hollingsworth discusses briefly the two Helens, i.e. the Helen of Isocrates and the Helen of Gorgias. The two compositions are compared and the conclusion is drawn that Isocrates had the 'Gorgianic' Helen in mind when he composed his own. This view is correct. But I do not think the writer has made out a case for the unauthenticity of Gorgias's Helen⁴. He asks

After thus making honorable mention of Gorgias (in X, 3) among the older Sophists, and contrasting them with the later pretenders, how could Isocrates, with propriety, take up a composition of his master and criticise it?

But Gorgias is not praised, but is censured, in § 3, for 'daring to assert that nothing of all that is, exists', while in § 14 the writer of the Helen is praised for his subject (i.e. Helen) but adversely criticised for his treatment of it. As for Gorgias being the master of Isocrates, the latter admired and imitated the style, and not the content, of the former's compositions.

A list of the more common antithetic terms is a useful chapter. Favorite pairs are Word. . . Deed; Private. . . Public; Living. . . Dying; Body . . . Soul; Transgress. . . Observe; Condemn. . . Acquit; Good. . . Bad; Freedom. . . Slavery; Fortune . . . Misfortune; and Temporal and Numerical Antitheses.

The dissertation is concluded with a few interesting pages on Antithesis in the Bible and in English Literature.

The publisher of the dissertation was unkind to the writer in the hue of the paper furnished; it is of a rusty appearance, as if yellowed with the patina of age, and is none too good a back-ground for the English type. The Greek is deplorable. Errors in accents, breathings and spellings are sown 'as with the sack'. The English is good, except for a tendency to split infinitives.

COLUMBIA UNIVERSITY.

LA RUE VAN HOOK.

Caesar's Gallic War: A Vocabulary. Compiled by George G. Loane. Oxford: at the Clarendon Press (1915). 61 pp.

This little volume corresponds to the final pages of the usual American School edition of the Gallic War.

⁴See THE CLASSICAL WEEKLY 6.122-123.

A virtue of it is that only one English rendering of each Latin word is given, when one is sufficient to tell the meaning of the Latin. In the case of words which show several more or less distinct significations in the Gallic War several translations are given; there is, however, no effort to show the order in which the meanings were developed. There is nowhere any note of derivation or word-relationship. The translations selected are, as a rule, good with respect to the passages in which the words occur; they do not distinguish the basic meanings of the words. Idioms are treated with the greatest freedom and completeness, whether idioms of the Latin language or phrases calling for idiomatic English translation. A few errors have crept in: for example, in the phrase *ab tanto spatio*, *ab* is treated as a preposition governing the ablative and meaning "at a distance of". The evident intent everywhere is to be immediately practical rather than philologically accurate. There is no indication of the relative frequency of words, or of the several significations of an individual word; there are almost no references to specific passages. An economy familiar in European vocabularies is noteworthy, which might well be imitated in this country: in the principal parts of verbs the infinitive ending is not given, but the conjugation is indicated by a figure in parentheses.

While American schoolbooks are as they are, we shall probably have little use for a separate publication such as this. When the millennium comes, perhaps we shall have School texts without vocabularies.

COLLEGE OF THE CITY OF
NEW YORK.

BARCLAY W. BRADLEY.

An Introduction to Greek Reading. By G. Robertson.

Cambridge: at the University Press (1915).

Pp. x+113. 65 cents.

This is an interesting and suggestive little volume in which the author advocates a bold departure in teaching the first steps in Greek reading. The worthy object of the book is to arrive as soon as possible at the actual reading of Greek. This approach, the author believes, lies in a new treatment of the Greek vocabulary. Whereas formerly the meanings of the Greek words have been taught by giving immediately their English equivalents, the author would, wherever possible, give some English derivative of a new word and work back through this to the meaning of the Greek form. For example, antagonist, misogynist, hydropathic, epitaph, tactics, hegemony, panorama readily yield under proper treatment the respective meanings of *ἀγών*, *γυνή*, *ὑδωρ*, *τάφος*, *τάσσω*, *ἡγεμών*, *ὁράω*. This method fixes the Greek word firmly in the memory, clarifies the English, and keeps the attention of the pupil alert, all through the pleasant process of recognition. The plan works well in a surprising number of words. The sense of remoteness of the Greek vocabulary from the English, not felt in Latin, is modified and the reaction on the knowledge of both languages is stimulating and suggestive. The method, however,

is pushed too far when the High School boy is expected to find light in autochthonous, xylonite, etymology, methyated, amethyst for the meanings of *χθών*, *ξύλον*, *ἐσδίζω*, *ὄλη*, *μεθύω*. When the English meanings are unknown to the student or the connection between the Greek and the English meanings is remote, some mental confusion and waste of time must result. The rational basis of the whole scheme should also be critically examined. It is probably sounder teaching to ask a student to trace the development of meaning from root to derivative rather than to reverse in Greek the natural method followed in all his other subjects of study. Other plans for this 'indirect' teaching of Greek vocabulary are used by the author when his special method will not work. He frequently explains Greek by means of Greek already known, as Dr. Rouse does in his Vocabulary, and takes advantage of the regularity and facility in formation of Greek compounds to explain and form new words. Only in the last trench does he give the English meaning outright.

The book is divided into two parts. Part I contains the minimum of Greek formal grammar necessary for the beginning of reading. A thorough preliminary knowledge of elementary Latin is assumed, so that full advantage is taken of the syntactical similarities between the two languages. It is improbable that the book could be successfully used as a primer in American Schools, owing to the extreme compression of this grammatical treatment. Practice sentences in Greek and English are also desirable. Very long vocabularies, however, are listed under each declension of noun and adjective, every Greek word preceded by the English meaning and an English derivative. An industrious teacher has here ample material to make his own drill sentences. Part II contains some thirty extracts from Greek authors, of graduated difficulty, in prose and the simpler verse forms. These selections are interesting and not too difficult, and give an inviting glimpse even to the beginner of the variety of Greek literature.

This book would prove very stimulating and suggestive to every teacher. If, in some fashion or other, Greek words could be taught with constant reference to their English derivatives, the belief of the author would be justified that no student "could fairly complain of wasted time at whatever stage he might be compelled to discontinue his study of Greek".

COLUMBIA UNIVERSITY.

KATHARINE C. REILEY.

THE CLASSICAL ASSOCIATION OF THE PACIFIC STATES

For a number of years there have existed on the Pacific Coast three local Classical Associations, The Classical Association of the Pacific Northwest, The Classical Association of Northern California, and The Classical Association of Southern California. During the past year plans have gradually been matured for a merger of these three bodies, and at a meeting held in Berkeley, California, on July 12-13 last,